**Language**

**Creative**

**Story / Description**

Diary account of a soldier as he travelled to Bosworth and the battle.

Write a description of the Battle of Bosworth from the perspective of a soldier.

Pupils write a play based on an aspect of Tudor life

Pupils write an Historical short story based on the life of a servant

master

**Report**

Pupils write a newspaper report / article base based upon the class banquet.

Pupils create invitations to be sent to guests for a variety of celebrations.

Hot seat questions for Henry VIII about his wives.

**Dialogue/** **Instructions**

Children will write a dialogue of a restaurant scene. They will be put into groups and work out what characters they need and what they will do. This will be transferred in to where they will try to undertake the scene in Welsh.

Instructions. Make a board game based upon Henry VIII. Write instructions and write questions based upon Tudor Times and also is are was were.

**Biography / Poem / Write a letter**

Servant writing a letter home saying what they do in the day.

Invitation to a feast.

**Punctuation Skills.**

Recap the use of speech /Dialogue /Adjectives/ Similies

is/are, was/were, has/have, do/does, as/has, is/his, to/too/two

**Speaking and listening**

Produce a script and enact ‘A visit to restaurant.’

**Phonics**

POPAT from Game

**Class Story -** From series of books about the Tudors.

Alfie and the Tudors./ a horse called deathblow/ The Prince the cook and the cunning King/ The Queens Token

**DT**

Children will look at healthy eating through the \_\_\_\_\_ pack.

They will design a healthy meal

They will make the meal out of clay.

• Pupils look at letter sent to

the school from the cook

at St. Fagan’s.

Challenge: my master is getting overweight because he is eating unhealthy food, can

you help me by designing

him a healthy snack

• Pupils look at the foods

that were eaten in Tudor times. Pupils decide whether they would consider them to be

healthy / unhealthy- based on the food wheel

• Pupils then investigate

existing snacks and their

nutritional information

• They use this knowledge to

design and make a healthy

snack for the Tudor master.

Pupils work in groups on

these products

• Pupils taste and

evaluate their products before ‘sending’ them to St. Fagan’s

**History**

Starting activity

Children will undertake 2 activities 1. Make a fossil using plaster of paris

Fit together a pot that has been cut up.

Bury an artefact related to the topic of the Tudors (homes) in the school grounds. Tell the pupils that today we are going to be archeologists - give pupils tools to dig

Discuss how they are going to find out to which period of time the artefact

Belongs

When was the Tudor period. Make a time line.

Tudor time line using pictures

Imagine that archaeologists are looking at artefacts from our lives at the moment, five hundred years in the future. What symbol or emblem could we use to represent us? Can you choose one design or picture that you think would stand the test of time?

Pupils complete a KWHL grid

What is the Tudor period.

Discuss the Battle of Bosworth.

Who was Henry VIII

Discuss his wives

Discuss his illnesses.

Each group to choose an area of interest then carry out research using books and the internet. Pupils to teach the rest of the class about the area they have find out about

Take pupils on a visit to St. Fagan’s

Focus on the Tudor home comparing the homes and lives of the rich and poor. Get the pupils to take photographs and give the

pupils the opportunity to question the guides

Provide the pupils with a range of sources - including videos, pictures and text about the Tudors focusing on homes

Sort the pictures / sources into those that are about the rich and those about the poor. Discuss their reasons for decisions

Pupils create a "For Sale" advertisement for a rich person’s home

Show pupils a picture of a poor person in Tudor times. Place questions around the

picture, what do they think the answers might be

Use www.headlinehistory. co.uk (adapted to a welsh situation) Read the newspaper ’Lifeline For Poor Families’. Carry out hot

seating activities of the characters in the reports

Also hot seat people from different levels of society to investigate their views of

poor people

Pupils use sources to find out about the lives of rich people e.g. entertainment,

health, daily life

Discuss whether they would have preferred to be

a rich or a poor person and why? Write a diary entry

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 poor person in Tudor times.   
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**RE**

ESIS – Judaism – The home, family, synagogue,bar mitzvah

Religious Communities

See RCT Scheme of work

**Science**

Communication: Search for, access and select relevant scientific information, from a range of sources,

**PE**

Athletics- practicing techniques for javelin, shot, long jump, speed jumps, hurdles.

Indoor games. Techniques for throwing and catching a ball.

Children will undertake a dance – see music. Queen Elizabeths Almain.

**Music**

**.** Sing Tudor street cries and add instruments.

.Katherine of Aragons song – .Spanish Tudor music- add instruments/ accompaniment.

.Traditional Oral round Three blind mice.

.Queen Elizabeths Almain Dance

Pupils listen to Greensleeves (written by Henry VIII)Ann Bolyns Dance.

• Appraise the music   
• Pupils write their own words to accompany this tune,using words that   
are based on Tudor life Pupils then listen to and compare the two versions of Greensleeves   
- one by Henry VIII and one by Ralph Vaughan Williams•

Compose their own words and sounds to be similar to the original

**Through the key hole**

**Welsh**

Look at food / Introduce vocabulary based on food

Beth, Oes Ydych chi

Change the English script – Visit to the restaurant into welsh

Songs for St Davids day.

**ESDGC**

Health: Discuss the cost of different

foods. Has this always been so?

(e.g. pepper was once more expensive than gold!)

Grow vegetables from

seeds, prepare and cook

them

Visits to organic farm /

water treatment works

**Art**

Make a Tudor shield for a Knight.

Make a Tudor house out of cardboard.

Portrait of Henry VIII in frame (See pictures)

Look at Tudor clothes and design a piece of clothing for a woman and man.

Design Tudor signs to go on the front of shops.(See examples in worksheets.)

**Cwricwlwm Cymraeg**

Visit to AmgueddfaWerin Genedlaethol

Cymru-Sain Ffagan

Visit to Llancaiach Fawr: Colonel Pritchard and family Henry VII-(Henry

Tudor), Owain Glyndwr. See ‘100 Welsh Heroes’

**Maths**

Recap Place Value/ Addition

Introduce subtraction

Graphs and data handling.

Multiplication

3D Shapes

Capacity/ weight

**Geography**

**PSE Skills**

(as Appropriate)

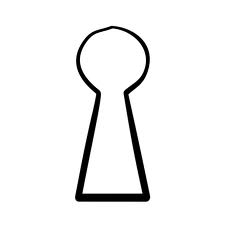
Developing Thinking / Developing communication

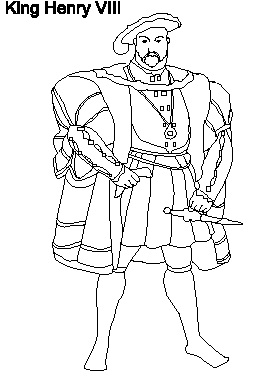
Developing ICT / Developing Number

Working with others/ Improving own learning.

**ICT**

Research information on the Tudors.

[](http://www.google.co.uk/imgres?q=keyhole+clipart&hl=en&biw=1024&bih=587&tbm=isch&tbnid=Us7j56gk4Or45M:&imgrefurl=http://educaciontrespuntocero.com/blogantiguo/suscripcion/skeleton-keyhole-tattoo&docid=KGeWOaaVogW7zM&imgurl=http://icons.mysitemyway.com/wp-content/gallery/magic-marker-icons-business/115043-magic-marker-icon-business-key-hole-sc48.png&w=512&h=512&ei=aUrzTvqONtG58gPtkpjCAQ&zoom=1)



**Through The**

**Keyhole**